

# 1 Hello, Mr Jolly!

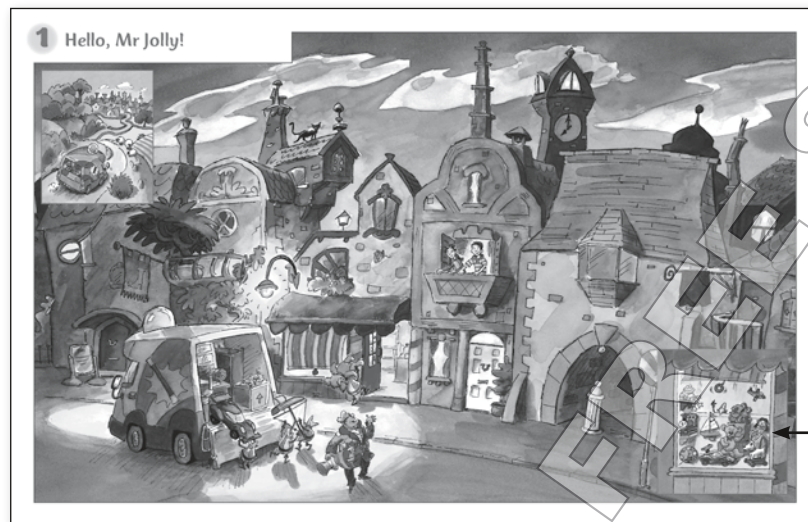
## Warm-up

Show flashcards 150–152. Name them. Class repeats.  
Explain children are going to hear a story about these people.

## Lesson 1 New words and speaking (PB pp24–25)

### Poster 1

- 1 Show poster 1. Read the title. Class looks for a moment. Ask volunteers to find the characters.
- 2 Show flashcards 27–32. Name the objects. Class repeats.
- 3 Ask different children to find and point to objects on the poster.



4 Ask questions: *Look at the teddy. What colour is it? It's orange.* *Look at the car. What colour is it? It's purple.* *Look at the boat. What colour is it? It's pink.*

5 Play CD1 track 29. Children listen and look at the poster. Point to the objects as they are mentioned. Point to each of the characters when they speak.

Check understanding of the small pictures: Mr Jolly driving his van towards the town; the new toy shop window.

### PB Dialogue

#### Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the objects.
- 3 Name the objects. Children point to the object in the box. Show flashcards. Children check they are pointing to the correct object.
- 4 Name the objects in a different order. Children find them in the big picture in their books.



#### Activity 2

Play CD1 track 29. Children listen and follow the dialogue.

#### Activity 3

- 1 Play CD1 track 30. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD1 track 30 again. Class listens and follows.
- 3 (Optional) Individuals read or act the dialogue.\*

## Words, Learning to learn (WB pp2-3)

Check that children understand the tasks before they begin.

### Exercise 1


Children circle the word that matches the picture. Point out how the first one is done.


### Exercise 2


Children colour each object according to the colour word in the picture.


### 1 Words

**1 Read and circle.**

1  dog  
cat


2  boat  
van

3  teddy  
car


4  doll  
car

**2 Read and colour.**


It is a teddy.  
It is pink.



It is a boat.  
It is orange.





It is a car.  
It is purple.







2 Unit 1 Words: toys and colours



### Learning to learn



**1 Match.**



1  a 

2  b 







3  c 







4  d 

5  e 

6  f 

**2 Match.**

a  d  h  b  m  n 

Learning to learn: matching Unit 1 3

### Exercise 1

Children look at the picture on the left and scan the column on the right to find the matching picture. They draw lines between them.

### Exercise 2

Children look at the first row of letters. They look for the matching letter in the second row and draw lines between them.

## Summary box

**Lesson aim** Speaking

**Lesson targets** Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- (optional) act the dialogue
- practise scanning and thinking skills

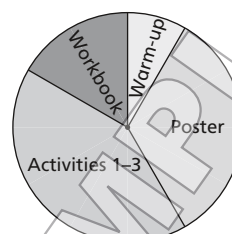
**Key structures** *It's a ... It's [adjective].*

**Key language** *Wow! What's your name? My name's ...*

**Key words** *teddy, boat, car; pink, purple, orange*

**Materials** PB pp24-25; poster 1; flashcards 27-32, 150-152; WB pp2-3; CD1 tracks 29, 30

### Time division



## Resource box

\* If your class is able, you may have children who enjoy reading aloud. If you wish, choose three children to be Dan, Lily and Mr Jolly. They read these characters' lines while the rest of the class follows in their books. If this is not an appropriate activity for your class at this time, omit this step.

As children become more familiar with the dialogue practice in these lessons they will become more confident and ready to read the dialogue themselves. However, it is not necessary for them to do this until you are sure that they are ready and willing to try it.

### WB answers

p2 Exercise 1: 2 boat 3 teddy 4 car

p3 Exercise 1: 2e 3b 4f 5a 6d

# Lesson 2 Grammar (PB p26) Session 1 Grammar in conversation (PB p27) Session 2

## Session 1 Warm-up

Show flashcards 3, 4, 27–29. Class names the objects.

### Activity 1

1 Children open their books.  
Point out the Bodkin's ball. Read the bubbles.  
Class repeats.

2 Point out the car. Prompt *It's a car.* Class repeats.

3 Prompt *It's red.* Class repeats. Continue with the other objects.

4 Children practise sentences in pairs.\*

### Activity 2

1 Point out the Bodkin's parcel. Read the bubbles.  
Class repeats.


2 Point out the boat parcel. Ask *Is it a boat?* Class answers *Yes.*  
Continue with the other objects. Ask some questions to produce a negative answer first.

3 Children practise the questions and answers in pairs.\*


Go to Workbook Session 1 ↓

**Grammar**

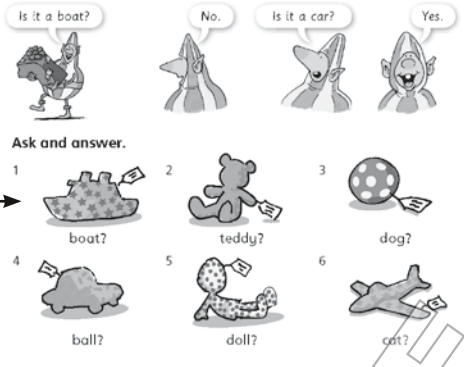
1 Look! It's a ball. It's blue.



Point and say.



2 Look! Is it a boat? No. Is it a car? Yes.



Ask and answer.


1 boat? 2 teddy? 3 dog?

4 ball? 5 doll? 6 cat?

Unit 1 Grammar: It's a ... It's ... Is it a ...? Yes. No.

**Grammar in conversation**


1 Listen and read.



2 Listen and say.

3 Now you!

4 Listen and sing.



Round we go  
Round we go  
Round we go  
Round we go  
Hello! Hello!

Grammar in conversation: greetings and introductions Unit 1

## Session 2 Warm-up

Ask a few children around the class to say their names.

### Activity 1

1 Point out the photos of the girl and boy. Ask two children to read the first two bubbles.

2 Tell the class to listen to the children in the photos. Play CD1 track 31. Children listen and follow in their books.

### Activity 2

Play CD1 track 32. Children listen and repeat in the pauses.

### Activity 3

Children practise the conversation in pairs.\*

### Activity 4

1 Point out the children in the pictures. Play CD1 track 33. Children listen.

2 Say the first line of the song. Class repeats.

3 Play CD1 track 34 (music only). Encourage the class to join in.

4 Children sing the song in circles or in a line at the front of the class.\*\*

Go to Workbook Session 2 ↓

## Grammar (WB p4) Session 1 Grammar in conversation (WB p5) Session 2

**Exercise 1**

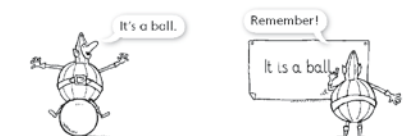
- 1 Read the bubbles, or ask children to read.
- 2 Point out the last Bodkin.  
Read out the notice. Write it on the board. Class reads.
- 3 Remove *i* and put in the apostrophe.  
Class reads *It's*.
- 4 Repeat this, letting several children remove the letter and put in the apostrophe.

**Exercises 2 and 3**




Children work alone or as a homework task.

**Grammar**





**1 Look!**



**2 Write and colour.**


1 	2 	3 
It is _____ a boat.	_____ a teddy.	_____ a car.
It is _____ green.	_____ orange.	_____ red.

**3 Write and circle.**

- 1 Is it \_\_\_\_\_ a doll?  Yes No
- 2 \_\_\_\_\_ a cat?  Yes No
- 3 \_\_\_\_\_ a ball?  Yes No
- 4 \_\_\_\_\_ a boat?  Yes No

**Grammar in conversation**

**1 Look and read.**



**2 Now you! Draw and write.**

My name is \_\_\_\_\_

My name is \_\_\_\_\_

Check that children understand the tasks.

**Exercise 1**

Children look at the pictures and read the sentences. If you wish, read them aloud.

**Exercise 2**

Children draw themselves. They write their name and a greeting of their choice.

**Summary box**

**Lesson aim** Grammar

**Lesson targets** Children:

- practise the target structure
- read and listen to a conversation
- repeat and practise the conversation
- learn and sing a song

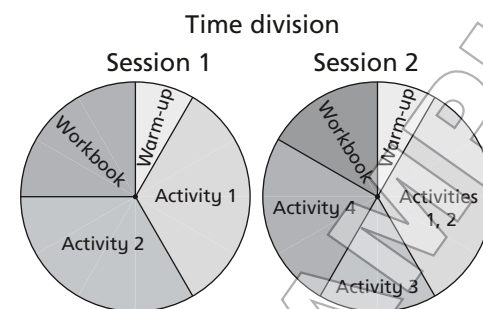
**Key structures** *It's a ... It's [colour adjective].*

**Key language** *What's your name? My name's ...*

**Key words** *cat, dog, doll, ball, teddy, car, boat; red, blue, pink, white, orange, purple*

**Materials** PB pp26–27; CD1 tracks 31–34; WB pp4–5; flashcards 3, 4, 27–29

Time division



**Resource box**

\* Bring forward two confident children (or they stand in their places). Prompt the target language. Repeat with one or two other pairs.

Alternatively, let the class work in pairs at their desks. Children take turns to point to the picture and speak to their partner.

\*\* If you can use a large space for this activity. Children stand in two circles. As they sing, one circle moves clockwise, the other anti-clockwise. After the last **Round we go**, they stop and say **Hello** to the person opposite.

Alternatively, a few children stand in a line. Let one or two other children walk round them tapping them on the shoulders in time to the music.

**WB answers**

p4 Exercise 2: 2 It is, It is 3 It is, It is

Exercise 3: 2 Is it, No 3 Is it, No 4 Is it, Yes

**Grammar Practice Book Unit 1**

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class composition.

# Lesson 3 Reading (PB p28) Session 1 Reading comprehension (PB p29) Session 2

## Session 1 Warm-up

Sing *Round we go* from PB p27, CD1 track 33.

### Activity 1








1 Quickly revise *teddy*, *boat* and *car* using flashcards 27–29.

Revise *big* and *small*.

Teach the new words using flashcards 33–38.


2 Children open their books. Give them time to look at the whole page. Ask volunteers to name the small objects.

3 Point out the title. Play CD1 track 35. Children listen and follow.

Reading       

## A toy shop

It is a toy shop. Look, a boy and a girl.



Look. It is a ball.  
It is blue and green.  
It is big.

Oh! It is a train. It is red.  
It is a car. It is small.  
A boat! It is very big.

Look. It is a doll.  
It is pink and purple.  
A teddy! It is orange.

Look. It is a computer.  
It is white.  
Oh! It is a game. It is fun!

28 Unit 1 Reading: a description of toys

4 Read the lines about the ball. Say *Look at the ball. Is it blue and red? No. It is blue and green. Is it big? Yes.*

Read the other lines and ask questions.\*

5 Read the whole text. Children join in and read with you.

Repeat if the class is not confident.

6 Ask the class to read on their own; or, ask groups of children to read lines; or, ask individuals to read lines.

### Optional homework tasks

Learn vocabulary words on p1 of Dictionary 1. Continue Grammar Practice Book Unit 1.

## Session 2 Warm-up

Revise all the words for toys using flashcards 27–29, 34–38.



### Activity 1



1 Play CD1 track 35 or read *A toy shop* again to the class. Children follow.



2 Ask a volunteer to read the first sentence. Help as necessary. Class repeats. Point out that the teddy is circled.



Reading comprehension



1 Read. Circle the picture.

1 It is a teddy.  

2 It is pink and purple.  

3 It is big.  

4 It is a computer.  

5 It is a game.  

[/w/ doll] [/w/ ball] [/w/ small car] [/w/ board] [/w/ computer game] [/w/ teddy] [/w/ doll] [/w/ big boat] [/w/ computer] [/w/ train]

[/w/ of teddy in first line below is circled as an example answer] [/w/ below are details taken from shop window picture on the previous page]

3 Read the second sentence with an individual and then the whole class.

Say *It is pink and purple. Is it the ball? No. Is it the doll? Yes.* Children circle the doll.

4 Continue with the other sentences.

When the activity has been completed, children may do the WB Reading comprehension page in class or for homework.

## Reading comprehension (WB p6) Session 2

These pages may be set as homework.

Check that children understand the tasks before they begin.

Remind them they will need colours for the first exercise.

### Exercise 1

Children read and colour.

**Reading comprehension**

**1 Read and colour.**

**2 Read. Write the letters.**

- 1 It is a doll.
- 2 It is a game.
- 3 It is a train.
- 4 It is a computer.
- 5 It is a ball.

6 Unit 1 Reading comprehension: vocabulary skills, matching statements to pictures

### Exercise 2

1 If you wish, go through all or part of this exercise orally.

Ask what is in each picture.

Ask or help a volunteer to read the first sentence. Class repeats.

2 Say *Find the doll. What is the letter? C.* Children write C in the first box.

3 Continue with the other sentences or let children continue on their own.

## Summary box

**Lesson aim** Reading and comprehension

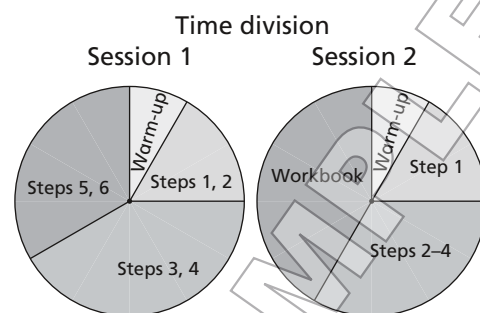
**Lesson targets** Children:

- learn new vocabulary
- listen to and follow a text
- read with good pronunciation
- understand the text
- answer simple comprehension questions (Sessions 1 and 2)

**Key structures** *It is a ... It is [adjective].*

**Key words** *boy, girl, computer, game, doll, train, ball; big, small; very*

**Materials** PB pp28–29; CD1 tracks 33, 35; WB p6; flashcards 27–29, 33–38



## Resource box

\* Use these questions or any of your own:

*Is the doll pink and white? No. It/The doll is pink and purple.*

*What colour is the teddy? It is orange.*

*What colour is the train? It is red.*

*Is the car big? No. It/The car is small.*

*Is the boat very small? No, it isn't.*

*What colour is the computer? It/The computer is white.*

*Is the game fun? Yes, it is.*

**WB answers**

p6 Exercise 2: 2 E 3 A 4 B 5 D

# Lesson 4 Phonics (PB p29) Listening (PB p30)

## Warm-up

Show flashcard 152.  
Class names Mr Jolly. Point to parts of the picture. Ask *What colour is it?*

## Mr Jolly's box

- Children find Mr Jolly. Tell them to point to the box and listen.  
Play CD1 track 36. Children listen the first time. Then they repeat in the pauses.
- Write *a* and *hat* on the board. Point to each one. Class says the sound and the word.  
Repeat until they say them accurately and confidently.

**Phonics** Look and listen.

a hat

1 Look and say.

h a t hat c a t cat

m a t mat

2 Listen, read and say.  
Dan is on a mat.  
A cat is in a hat.

Reading comprehension: statement/picture matching: Phonics: a Unit 1 29

## Activity 1

- Three children hold cards for *h*, *a* and *t*. Stand them in a line facing the class, with space between them. Point and say each sound. Class says the sounds with you.
- Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch and the class says the whole word.
- Children point in their books, say each phoneme and the word.
- Repeat with *cat* and *mat*.

## Activity 2

- Ask who or what are in the pictures. Play CD1 track 37. Class listens.
- Read each line, class repeats. Class says whole rhyme.

## Activity 1

- Children name each object in the three lines and say the colour of each one.
- Play CD1 track 38. Children listen and look.
- Play it again. Children tick the object.

**Note:** If children find this hard, do one line at a time.

## Activity 1 audioscript (CD1 track 38)

Voice: Number 1.	Voice: Number 2.	Voice: Number 3.
Boy: Is it purple?	Girl: Is it pink?	Boy: Is it white?
Girl: Yes.	Boy: Yes.	Girl: Yes.
Boy: Is it small?	Girl: Is it a doll?	Boy: Is it a computer?
Girl: Yes.	Boy: No.	Girl: No.
Boy: Is it a teddy?	Girl: Is it a boat?	Boy: Is it a cat?
Girl: Yes!	Boy: Yes!	Girl: Yes!
		[miaow]

**Listening** Listen.

1 Listen and tick.

1

2

3

2 Listen and say 'yes' or 'no'.

30 Unit 1 Listening: Identifying objects

## Activity 2

- Children name the objects in the picture.  
Play CD1 track 39. Children listen. See Resource box for audioscript.
- Play the track again. Children answer in the pauses. Be ready to play the track again if they are not sure or disagree about the answer.

## Phonics (WB p7)

Make sure that children understand the tasks before they begin.

### Exercises 1 and 4

Check that children can say the sounds in these exercises accurately.

### Exercises 2 and 5

Children use different phonemes to make words with the ending *at* and *an*.

### Exercises 3 and 6


Children write the words.


**Phonics**


1 Say the sounds.

c h m




2 Write the words. Say the words.

c   cat 

h   hat 

m   mat 


3 Write the words. Read the words.


  


4 Say the sounds.

f m v




5 Write the words. Say the words.

f   fan 

m   man 

v   van 

6 Write the words. Read the words.

Phonics: short a Unit 1 7

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 5, ask different children to say the whole word.

Different children read the word they have written for each picture.

## Summary box

**Lesson aim** Phonics and listening

**Lesson targets** Children:

- sound out, read and write cvc words with short *a*
- listen to the dialogue to identify objects
- listen to sounds to identify objects

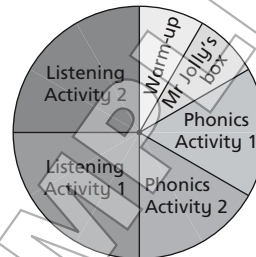
**Key language** Words and structures from Unit 1

**Key words** *hat, cat, mat, fan, man, van*

**Materials** PB pp29–30, CD1 tracks 36–39; WB p7; flashcard 152; phoneme cards for PB p29, Activity 1

**Preparation** Make phoneme cards for *hat, cat* and *mat*, with each letter on a separate card, as shown in the PB.

### Time division



## Resource box

### Activity 2 audioscript (CD1 track 39)

Girl: Listen! [car] Is it a car? [pause]

Boy: Listen! [toy train] Is it a car? [pause] [toy train] Is it a train? [pause]

Girl: Listen! [ball] Is it a ball? [pause]

Boy: Listen! [doll] Is it a cat? [pause] [doll] Is it a doll? [pause]



# Lesson 5 Class composition (PB p31) Session 1

## Session 1 Warm-up

Show flashcards for toys. Ask *What is it?*  
*What colour is it?*

### Dan's box

- 1 Ask a child to read Dan's bubble.
- 2 Ask another child to read the sentence. Write it on the board. Class reads.
- 3 Volunteers circle the capital letter and full stop.

### Activity 1


- 1 Ask what is in the first picture **a doll**. Write the complete sentence on the board *It is a doll*. Class reads. Ask what colour it is. **It's pink**. Write the second sentence on the board *It is pink*. Class reads.
- 2 Remind the class that in speaking we usually say *It's ...*. In writing we use the full form *It is ...*

**Writing**


Look.

It is a teddy.  
a capital letter      a full stop


**1 Look and write.**



It is a \_\_\_\_\_ It is \_\_\_\_\_



It is a \_\_\_\_\_



\_\_\_\_\_

Writing: a description of toys Unit 1 31

- 3 Ask what is in the second picture **a computer**.

Write the complete sentence on the board *It is a computer*. Class reads.

Ask what colour it is. **It's yellow**.

Write the second sentence on the board *It is yellow*. Class reads.

- 4 Do the same for the third picture.

- 5 Ask different children to read the sentences on the board. Class reads all the sentences.

- 6 Children complete the sentences in their books and write the last three. Go around helping and monitoring as they work. When they have finished, ask a few children to read some of their sentences to the class.

### Homework tasks

#### Dictionary

Children revise all words on p1.

#### Grammar Practice Book

Children complete Unit 1.

## Writing skills (WB p8) Composition practice (WB p9) Session 2

### Session 2 Warm-up

Revise colours using flashcards.

#### Dan's box

Write up the sentence. Remind the class of the capital letter and the full stop.

#### Exercise 1

Explain the task. While children work, write the sentences on the board. To check work, ask volunteers to circle on the board. Other children look and check.

#### Exercise 2


Do as Exercise 1. Children circle the full stops.

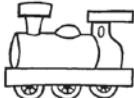
#### Exercise 3

Children write. Check as for Exercises 1 and 2.

#### Writing skills

Remember! It is a teddy.  
a capital letter      a full stop




- Circle the capital letters.
  - It is a boat.
  - It is blue.
  - The car is red.
- Circle the full stops.
  - It is a van.
  - The van is green.
  - It is big.
- Write the capital letters and full stops.
 

... is a train.  
... is blue and yellow.
- Colour the pictures.


Unit 1 Writing skills: capital letter and full stop

#### Composition practice

- Read.
 

teddy	train	yellow
orange	green	red
- Colour and write.
 

It is a \_\_\_\_\_  
It is \_\_\_\_\_



\_\_\_\_\_

Composition practice: description of toys Unit 1

#### Exercise 4

This can be a homework task.

#### Exercise 1

Ask different children to read the words in the box. Class reads.

#### Exercise 2

1 Make sure children realise that they must choose their own colour, or two colours, for each object. When they have coloured, they complete the first two sentences about the teddy and write about the train.

2 Go around helping and monitoring as they work. When they have finished, or in another lesson, ask a few children to read their sentences to the class.

#### Homework tasks

**Portfolio** (see Resource box)  
**Check-up 1** WB pp10–11  
(Answers on p59)

### Summary box

**Lesson aim** Writing

**Lesson targets** Children:

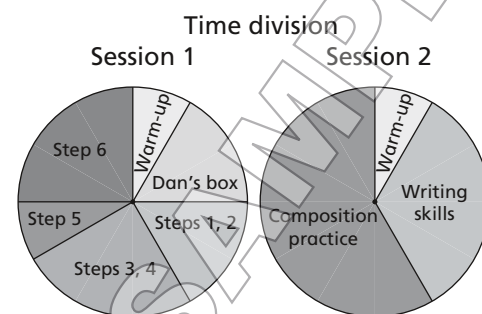
- write about objects, name and describe them by colour
- identify capital letters and full stops
- practise correct use of capital letters and full stops

**Text type** Description

**Key structures** *It is a ... It is [colour adjective].*

**Key words** Vocabulary from Unit 1

**Materials** PB p31; WB pp8–9; flashcards 18, 25, 27–32, 34–38, 146–149



### Resource box

**Class composition: target writing**

(It is a) doll. (It is) pink. (It is a) computer. It is yellow. It is a car. It is green and red.

**Composition practice: target writing**

(It is a) teddy. It is [colour or colours of child's choice].

It is a train. It is [colour or colours of child's choice].

**Portfolio**

Children may make neat copies of the WB writing about the teddy or the train, or both, for inclusion in their portfolio of work. If they wish, they may copy and colour the pictures to go with their writing.